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ABSTRACT

In an effort to evaluate how well the Learning Resources Center at Virginia Western Community College serves its faculty, a survey was taken to obtain professional information about the faculty members responding, frequencies and ratings of services used, and suggestions for improvement. The 121 faculty respondents (69%) indicated which of the 22 services offered by the Library, the Learning Laboratory, and the Audio-Visual Department they had used, how often they had used them, and rated each service on a Likert-type scale. Results showed that only seven of the 22 services had been used by 50% of the faculty in the previous year, of which five related to traditional library services. Only two services ("checked out book" and "read magazines or newspapers in library") had been used by 75% of the faculty. Overall, about one third of the faculty were utilizing library facilities. Those services used by less than 25% of the faculty included "had a bibliography prepared," "used the microfilm/microfiche," "requested A/V materials to be shown in my classroom," "recommended A/V materials to be purchased," "had students take make-up tests," and used interlibrary loan services. Survey methodology is discussed in detail, and the questionnaire and faculty suggestions for improvement are appended. (BB)

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A FACULTY SURVEY
OF THE
LEARNING RESOURCES CENTER
AT
VIRGINIA WESTERN COMMUNITY COLLEGE

OIR 50 - 76

BY

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APRIL, 1976

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INTRODUCTION

The Learning Resources Center (LRC) at Virginia Western Community College (VWCC) is comprised of three separate areas: the Audio-Visual Department (including the Duplicating Center), the Learning Laboratory, and the Library. While diverse in the kinds of support each of these areas has offered to the college, the departments remain united in philosophy, a philosophy which can be expressed in one word--service. The LRC has existed to serve the students, faculty, and staff at VWCC and all citizens in the VWCC service area.

Purpose of the Study

In an effort to evaluate how well the LRC has served the faculty at VWCC the Office of Institutional Research and the LRC undertook a survey of the faculty in February, 1976. The objectives of the survey were as follows:

1. to determine what LRC services the faculty were presently using
2. to learn how the faculty rated those services
3. to discover what additional services the faculty would have suggested the LRC offer
4. to see how the faculty thought the LRC could improve its services
5. to meet the standards set by the Southern Association of Colleges and Schools which stated, "Services should be evaluated regularly to observe the library's effectiveness through the nature and extent of its use."
6. to communicate to the faculty any services offered by the LRC of which they might not have been aware.

METHODOLOGY

After the identification of the basic data needs, a questionnaire (Appendix A) was designed as the data-gathering instrument. Several procedural options for collecting the data were investigated at the initial stages of the study.

The survey instrument required the faculty to indicate how often each service had been utilized in the past year and then, if used one time or more, to evaluate that service. Choices for the number of times used were: Not used at all, Used only once, Used 2-4 times, and Used 5 times or more. Their choices to evaluate the services were: Very good, Good, Poor, and Very poor. All responses were anonymous with no effort to follow up nonresponders.

Procedures of the Study

The procedure of the study included requests to Division Chairpersons and Directors to discuss with their faculty the needs and objectives of the study. This method proposed to increase response rates by providing greater understanding concerning the purposes and objectives.

RESULTS

Table 1 identifies the study population and percent of returns.

TABLE 1

NUMBER AND PERCENT OF RESPONSES BY FACULTY ASSIGNMENT

		Initial Responses	
		N	%
Full-time Faculty	103	78	76
Part-time Faculty	37	17	46
Counselors	16	16	100
Administrators	19	10	53
Total	175	121	69

Usable questionnaires (121) were received from approximately 69% of the total population (175). Although no investigation for nonresponse bias was made, it was assumed that the 69% who did respond represent the opinions of all faculty. Previous research studies have indicated that a 70% response is usually satisfactory.

The number of responses for each blank of the questionnaire was tabulated and results for Section 1 were as follows:

1. I am employed by the College: Full-time 104 Part-time 17
2. I have been employed by the College for:

   23 one year 13 two years 13 three years 66 more than three years
3. I am: 88 teaching faculty member 16 counselor

   10 administrator
4. (For teaching faculty members only) I am in the Division of:

   21 Business Science

   30 Engineering/Industrial and Health Technologies

   16 Humanities

   18 Science and Mathematics

   16 Social Science and Public Service Technology

Table 2 presents the number of times each service was used and ratings of the services for the LRC (Section II of the questionnaire).

TABLE 2

RESPONSES AND MEAN FOR SERVICES OF THE LEARNING RESOURCES CENTER

Percent* Who Used Library	Not Used At All	Used Only Once	Used 2-4 Times	Used 5 Times or More		(4) Very Good	(3) Good	(2) Poor	(1) Very Poor	Mean
					Library Services					
83	21	9	21	69	1. Checked out book	57	31	1	0	3.63
20	85	10	7	4	2. Used microfilm/microfiche	9	11	0	1	3.33
81	22	7	25	60	3. Read magazines and/or newspapers in library	45	40	0	0	3.53
56	53	13	30	25	4. Obtained reference assistance from librarian	51	22	0	0	3.70
51	39	14	11	16	5. Placed material on reserve	33	12	0	0	3.73
20	86	7	8	6	6. Borrowed materials from another library through your library	10	10	1	0	3.43
32	72	6	10	18	7. Used the vertical file	14	16	0	0	3.47
11	96	7	3	2	8. Had a bibliography prepared	8	3	0	1	3.50
68	31	20	28	17	9. Recommended titles to be purchased	44	21	2	1	3.59
					Learning Lab					
25	85	5	5	19	1. Had students take make-up tests	18	9	1	0	3.61
29	78	3	8	21	2. Sent students for a standardized test	21	12	1	0	3.59
63	41	3	16	52	3. Referred students to self-teaching materials in math, English, or other subject areas	39	28	3	0	3.51
28	77	6	10	14	4. Had a whole class watch or listen to A/V materials at one time in Learning Lab	19	10	2	0	3.55
23	80	6	12	6	5. Requested A/V materials to be shown in my classroom	12	10	0	0	3.54
28	77	8	11	11	6. Placed material on reserve	19	10	1	0	3.60
35	71	3	17	19	7. Referred students for tutorial help	13	18	2	1	3.26
24	81	9	12	5	8. Recommended titles of A/V materials to be purchased	10	12	1	2	3.20
					Audio-Visual Department					
43	64	17	12	19	1. Had charts, graphs, overhead transparencies, slides, or prints made	30	11	3	0	3.61
27	78	9	11	9	2. Had brochures or other printed materials designed and printed	23	7	0	0	3.77
57	50	12	26	29	3. Requested audio-visual equipment for use in my classroom	31	17	7	2	3.35
30	77	8	7	18	4. Rented a film	21	10	0	1	3.59
34	73	17	10	10	5. Had a cassette tape duplicated	20	15	1	0	3.53

* These percents were the sum of the last three divided by the sum of all four.

The four choices for number of times used were: Not used at all, Used only once, Used 2-4 times, and Used 5 times or more. For purposes of figuring percent of use, the data were grouped into two categories: (1) Not used at all, and (2) Used one or more times (the sum of the last three entries). The percent of use was calculated (the sum of the last three divided by the total of of all four). (See Table 2, Column 1.)

Only 7 of 22 services were used by 50% of the faculty. Only 2 services were utilized by 3/4 of the faculty. These were: Checked out books (83%) and Read magazines and/or newspapers in the library (81%). The overall percentage was not calculated. However, the median percent was found to be 31%. This implied that overall, about 1/3 of the faculty were utilizing the library facilities.

Services which were used by only 25% or less of the faculty were: Had a bibliography prepared (11%), Used the microfilm/microfiche (20%), Borrowed materials from another library through your library (20%), Requested A/V materials to be shown in my classroom (23%), Recommended titles of A/V materials to be purchased (24%), and Had students take make-up tests (25%).

Response choiceswere coded as follows: Very Good (4), Good (3), Poor (2), and Very Poor (1). A Likert-type scale was used to determine the mean for each item. These means ranged from 3.20 to 3.77; hence, all means were between good and very good. (See Table 2, Last Column.) These means were clustered within a rather small range toward the high end and it should be noted that a relatively small number of "poor" or "very poor" ratings could have severely affected these high scores.

The mean of these 22 scores was calculated to be 3.53 with a standard deviation of 0.14. Three values were at least one standard deviation above the mean (3.67 or more) and four scores were at least one standard deviation below

the mean (3.39 or less). These higher ratings were noted for services which involved only personnel associated with the LRC. Items with lower ratings might perhaps have been attributed to either faulty equipment, people other than the LRC staff, or conditions which were beyond the control of the LRC.

Scores one standard deviation above the mean were: 3.77 (Had brochures or other printed materials designed and printed); 3.73 (Placed material on reserve); and 3.70 (Obtained reference assistance from a librarian). None of these included personnel other than LRC staff members.

Scores at least one standard deviation below the mean were as follows: 3.20 (Recommended titles of A/V materials to be purchased. Perhaps this was low because of limited funds or perhaps the responders failed to distinguish between materials and equipment.) 3.26 (Referred students for tutorial help. Perhaps this was low because of the quality of tutors rather than efforts of Learning Lab personnel.) 3.33 (Used the microfilm/microfiche. This lower rating might have reflected the instructor's inability to use the machine.) 3.35 (Requested A/V equipment for use in my classroom. The evaluation might have been based upon A/V equipment rather than A/V personnel.)

All other scores were within one standard deviation of the mean.

The third section of the questionnaire was subdivided into three parts. Part A encouraged the subject to suggest ways to improve any services he found to be "poor" or "very poor." In Part B, he was asked to indicate any services which he found to be particularly impressive. Criticisms to these were presented in Appendices B and C.

In Part C, the responder was requested to propose any additional services which he would like to see introduced and respond to suggested proposals. These suggestions along with the number of responses are presented in Table 3. Other suggestions or comments are presented in Appendix D.

TABLE 3

SUGGESTIONS AND THE NUMBER
OF RESPONSES TO PART III-C

No. of Times Checked	Rank	Suggestion
31	3	1. A stronger effort on the part of the staff to keep the library and learning lab quiet.
18	7	2. Electronic calculators provided for student use in the library.
12	8	3. A book return placed in one of the student parking lots.
37	2	4. A book return placed on South Campus (near Craig, Duncan, and Chapman Halls) so material can be returned to library without crossing Colonial Avenue.
20	6	5. Small collections of relevant books placed in classrooms or labs for the benefit of students in programs whose classes regularly meet on the South Campus or off campus.
30	4	6. Instruction in how to prepare audio-visual aids for class presentations.
29	5	7. Audio-visual equipment (projectors, recorders, cameras, etc.) that I could check out for personal use.
55	1	8. Handling personal book purchases at library discount rates.
6	9	9. List any other suggestions or needs. (Use back of paper.)

The responder was then asked to rank his responses that he felt most stongly about. Assigning a weight of: 9, 8, 7, 6, 5, 4, 3, 2, 1 in order of these responses, it was found that rankings of the questions were as follows: 8, 6, 4, 1, 5, 7, 2, 3, 9. A Spearman rho (ρ) correlation coefficient was calculated between this ranking and the ranking of the number of responses in Table 2. This correlation was found to be 0.93. (See Appendix E.)

OBSERVATIONS AND COMMENTS BY THE DIRECTOR OF LEARNING RESOURCES

The conclusion of the results of this survey was that the faculty at Virginia Western Community College were pleased with the services their Learning Resources Center was offering. When over half (56.6%) of the ratings for various services were "very good" and over one-third (39.8%) of the ratings were "good," the entire staff of the LRC were to be commended for doing an exemplary job in rendering service to the faculty. There were some areas, however, that received "poor" and "very poor" ratings (3.6%).

The service that received the most "poor" (7) and "very poor" (2) ratings was "Requested audio-visual equipment for use in my classroom." Furthermore, almost half the written comments directed specifically to the Audio-Visual Department were concerned with problems in this area. (The Appendices B, C, and D contain the written comments gleaned from the survey.) There were a number of reasons why faculty members may have had problems with this service:

1. Insufficient number of pieces of 16 mm projectors and overhead projectors
2. Broken equipment
3. Restricted use of some equipment to Learning Lab

To remedy the first cause, it was proposed that the LRC budget request for 1976-77 include requests for more equipment. To remedy the second cause, the

A/V lab technician started performing routine checks and maintenance on all A/V equipment at least once every two months. Furthermore, faculty were encouraged to let A/V know as soon as possible whenever they discovered a piece of A/V equipment in need of repair.

To remedy the third cause, the restricted-use policy in the Learning Lab needed to be changed to an optional policy. For example, those faculty who preferred to show their classes filmstrips in the Learning Lab could continue to do so. If, however, they preferred to show these filmstrips in their own classrooms, they could. This additional service alleviated some of the space problems the Learning Lab had experienced.

The next service to be considered for improvement was the recommendation of titles of books and other media to be purchased, which received 3 "poor" and 3 "very poor" responses. The main problem here was probably lack of funds, for every effort has usually been made to purchase whatever faculty members recommended that supported classroom instruction. The one major exception was the purchase of 16 mm films. Because of lack of storage space, lack of equipment to properly maintain a film library, the high cost of films, and the quickness with which many films become outdated, most faculty requests for film purchases were discouraged. Every effort was made, however, to rent films that faculty requested. It was suggested that the Faculty LRC Advisory Committee study this situation and make some recommendations.

As part of this survey, faculty were also encouraged to indicate what new services they would like the LRC to start offering. The front runner was the handling of personal book purchases at library discount rates. Unfortunately, the Department of Purchases and Supply in Richmond stated:

> PERSONAL PURCHASES: While the law does not prohibit State employees from purchasing their personal needs from State suppliers, the services of the Department

> buyers, the use of the name of the State agency or the use of State contracts for that purpose cannot be condoned, and each department buyer is instructed not to act in the capacity of an agent for any individual.

The second most requested service was to have a book return placed on South Campus near Craig Hall. It has been planned to have one installed.

Many faculty indicated the need for more quiet in both the Library and Learning Lab. The main floor of the Library has been designated for small-group study and informal conversations. The top floor of the Library has been designated a quiet study area. Signs have been posted to this effect. Furthermore, plans were made to replace most of the tables in the quiet area with individual study carrels and to partition them off.

In the Learning Lab, sometimes more than one class was going on at the same time, many times a student or faculty member needed to confer with a staff member of the Learning Lab, and not infrequently the noise of a loud activity in the auditorium carried into the Learning Lab. However, efforts were continued to eliminate unnecessary conversations and to conduct necessary conversations as quietly as possible. Furthermore, it was proposed that soundproof dividing curtains be installed to permit more than one class or loud activity to be conducted in the auditorium at one time. This proposal would free the Learning Lab itself for quieter activities.

Faculty were advised that when they are annoyed by undue noise in the Library or the Learning Lab, they should draw it to the attention of an LRC staff member. Then those causing the disturbance will be politely asked to be quiet or to leave.

Many faculty wanted instruction in how to prepare audio-visual aids. The Coordinator of Audio-Visual Services made plans to conduct a faculty workshop on this topic at the beginning of fall quarter.

While a number of faculty indicated a need to have audio-visual equipment available for personal use, there were also those who opposed the idea because there was not enough equipment for use in the classroom. Actually, while there was a shortage of 16 mm projectors and overhead projectors, there were other pieces of equipment (e.g., filmstrip and slide projectors) that got little use and could have been made available for personal use. The Dean of Special Programs headed an ad hoc committee to develop a policy to allow personal use of college equipment. It was proposed that should such a policy be adopted, it apply to audio-visual equipment.

A significant number of faculty members were interested in having small collections of relevant books placed in classrooms or labs for the benefit of students in programs whose classes met regularly on the South Campus or off campus. This was a highly feasible possibility and it was proposed that any faculty member who was interested in this idea should contact the Coordinator of Library Services.

Some faculty requested electronic calculators be provided for student use in the Library. As a matter of fact, there were already two electronic calculators available for student use in the Learning Lab, though they had limited calculating capabilities. Two more were ordered which will be able to perform more sophisticated calculations.

The suggestion that a book return be placed in a student parking lot received the least faculty support. An inspection of the student parking lots indicated there were no feasible sites for such a book return. Also, it was hoped the book return to be placed near Craig Hall would eliminate the need for one in a parking lot.

Over a third of the faculty members who responded to the survey took the time to add personal comments. Many of these praised the services and staff of the LRC. Others wrote comments supporting their desires for additional services. (These have been sufficiently discussed above.) Still others made additional suggestions. Of these, there were many requests for more publicity of LRC services to faculty. Part-time faculty in particular seemed to have been neglected in this area.

The LRC has accordingly sent to all part-time faculty members a check list of the services offered. Furthermore, at the beginning of the academic year all full-time faculty received a similar check list. In each issue of the VWCC Newsletter information about new or improved services in the LRC was mentioned. A faculty handbook to the LRC was planned. Members of the Faculty LRC Advisory Committee were kept informed of services and acted as liaison contacts between the LRC and the rest of the faculty. Copies of this report were sent to each division chairperson, and each faculty member received a synopsis of it.

Still, communication remained a problem. It was recommended that suggestions for improvements in this area be forwarded to the LRC.

SUMMARY AND CONCLUSIONS

Sixty-nine percent of the initial population returned the questionnaire. This was considered satisfactory.

Only 7 of 22 services were used by half of the faculty for the previous twelve months and only 2 services were used by 3/4 of the faculty. The data suggested that a large portion of the VWCC faculty pictured the Library as either a place to check out a book or read a newspaper and/or magazine.

A special effort must be made to insure that the VWCC faculty (especially part-time) are made aware of the LRC services.

Faculty were in general pleased with the services they received from the LRC. They have identified some specific problem areas and made some suggestions for improvement. The staff of the LRC acted on most of these to improve the services even further.

APPENDICES

APPENDIX A

FACULTY SURVEY

of

LEARNING RESOURCES CENTER

Dear Faculty Member:

To help us serve you better, we have prepared the attached survey. This survey will help us determine what services we offer you are using, how you rate these services, what additional services you would like us to offer, and how you think we can improve.

Won't you please take just a few minutes to complete this survey? You will be helping us to serve you better and helping us to meet one of the standards set by the Southern Association of Colleges and Schools.

Oh, and don't sign your name. Your responses should be made anonymously. Please route your completed survey back to the Office of Institutional Research via campus mail.

Thank you for your cooperation!

Roger Wilson

Roger Wilson
Director, Learning Resources

I.

1. I am employed by the College: Full time____ Part time____

2. I have been employed by the College for:

____one year ____two years ____three years ____more than one year

3. I am: ____teaching faculty member ____counselor ____administrator

4. (For teaching faculty members only) I am in the Division of:

____Business Science

____Engineering/Industrial and Health Technologies

____Humanities

____Science and Mathematics

____Social Science and Public Service Technology

II. Services. For each service listed below, check the appropriate column on the left. For each service you have used, please evaluate that service by checking the appropriate column on the right.

During the Past 12 Months I Have:					For Each Service I Used, I Found the Service:			
Not Used At All	Used Only Once	Used 2-4 Times	Used 5 Times or More		Very Good	Good	Poor	Very Poor
EXAMPLES								
___	___	___	✓	1. Checked out book	___	✓	___	___
✓	___	___	___	2. Offered make-up tests in Learning Lab	___	___	___	___
___	✓	___	___	3. Used a film in one of my classes	___	___	✓	___
A. Library.								
___	___	___	___	1. Checked out book	___	___	___	___
___	___	___	___	2. Used the microfilm/microfiche	___	___	___	___
___	___	___	___	3. Read magazines and/or newspapers in the library	___	___	___	___
___	___	___	___	4. Obtained reference assistance from a librarian	___	___	___	___
___	___	___	___	5. Placed material on reserve	___	___	___	___
___	___	___	___	6. Borrowed materials from another library through your library	___	___	___	___
___	___	___	___	7. Used the vertical file	___	___	___	___
___	___	___	___	8. Had a bibliography prepared	___	___	___	___
___	___	___	___	9. Recommended titles to be purchased	___	___	___	___
B. Learning Lab.								
___	___	___	___	1. Had students take make-up tests	___	___	___	___
___	___	___	___	2. Sent students for a standardized test	___	___	___	___
___	___	___	___	3. Referred students to self-teaching materials in math, English, or other subject areas.	___	___	___	___
___	___	___	___	4. Had a whole class watch or listen to A/V materials at one time in Learning Lab	___	___	___	___
___	___	___	___	5. Requested A/V materials to be shown in my classroom	___	___	___	___

(B. Learning Lab Continued)

During the Past 12 Months I Have:					For Each Service I Used, I Found the Service				
Not Used At All	Used Only Once	Used 2-4 Times	Used 5 Times or More		Very Good	Good	Poor	Very Poor
___	___	___	___	6. Placed material on reserve	___	___	___	___
___	___	___	___	7. Referred students for tutorial help	___	___	___	___
___	___	___	___	8. Recommended titles of A/V materials to be purchased	___	___	___	___
C. Audio-Visual Department								
___	___	___	___	1. Had charts, graphs, overhead transparencies, slides, or prints made	___	___	___	___
___	___	___	___	2. Had brochures or other printed materials designed and printed	___	___	___	___
___	___	___	___	3. Requested audio-visual equipment for use in my classroom	___	___	___	___
___	___	___	___	4. Rented a film	___	___	___	___
___	___	___	___	5. Had a cassette tape duplicated	___	___	___	___

III. Suggestions.

A. For any services I found "poor" or "very poor" above, I would suggest the following improvements. (Use back of paper.)
B. I am particularly impressed with the following services you presently offer. (Use back of paper.)
C. Additional Services. Check the services in the following list which you would like to see introduced.

___1. A stronger effort on the part of the staff to keep the library and learning lab quiet
___2. Electronic calculators provided for student use in the library
___3. A book return placed in one of the student parking lots
___4. A book return placed on South Campus (near Craig, Duncan, and Chapman Halls) so material can be returned to library without crossing Colonial Avenue
___5. Small collections of relevant books placed in classrooms or labs for the benefit of students in programs whose classes regularly meet on the South Campus or off campus
___6. Instruction in how to prepare audio-visual aids for class presentations
___7. Audio-visual equipment (projectors, recorders, cameras, etc.) that I could check out for personal use
___8. Handling personal book purchases at library discount rates
___9. List any other suggestions or needs. (Use back of paper.)

Of the items you checked above, please list here in order of preference the number(s) of those you feel the most strongly about: _____

APPENDIX B

Part III-A Suggestions for Improvement

1. Being a part-time instructor, I am not aware of many of the services of the Library or A-V Department. Perhaps it is my fault for not inquiring more or perhaps I have not seen material on what is available to us as teachers (i.e. catalogs, A/V handbook, etc.) I would like more information on the A/V program especially.

2. In the four years I have been a member of the part-time faculty, this is the first time I have been made aware of the existence of the Learning Resources Center. Part-time faculty should be fully integrated into the overall academic program.

3. There does not seem to be any system of assuring A/V equipment users that materials used in classrooms are adequately functioning. There are broken machines in classrooms; some rooms have machines, others do not. This mess should be systematized and that system explained to users. Also, the A/V graphic staff seems to be overworked, a situation which seems to affect negatively their work attitudes, particularly in aiding others in developing new projects. Their work is excellent in the end, especially considering the physical facility and equipment available to them. I think the A/V Department is too valuable to instruction to be given third rate considerations.

4. A person taking a test in the Learning Lab should be more closely observed.

5. I would like to have prepared from time to time bibliographies of materials available in the Learning Lab.

6. When a class listens to or views A/V materials (in the Learning Lab) the room should be dark. Having the room a little quieter would help.

7. A system of video-tape replay (portable) would be very beneficial in our classes involving proper technique with corrections being made on the spot. Instant replay would be extremely useful in this educational process. Interest and motivation are immediately increased when this approach is used. To bring about an improvement in the quality of our programs, I recommend this equipment to better serve the student.

8. Have A/V equipment available in the classrooms, especially on South Campus.

9. The Learning Lab is one of the single most important resources available to our students. I use it often and suggest that my students do so. More publicity should be provided concerning the available services of the LRC.

10. Projector was not in class when needed; had to hunt person with a key (evening class). Since then, I have borrowed projectors from outside Virginia Western. Aggravation!

11. Renting films is difficult. It is very difficult to plan a course three or more months in advance so that the film will fit in with the topics on the exact day that the film arrives. Films which are owned by Virginia Western do not have that drawback. Buy the films. In many cases this is cheaper in the long run.

12. Please place the card catalog on the same floor as the books to be checked out (Circulation - now on third floor).

13. I would like to see more availability of A/V equipment, such as video-tapes in second-floor classrooms.

14. I feel we should be able to use material from the Learning Lab in the classroom if it works or provides an opportunity to enrich the lectures. The student can still use it in the Learning Lab on an individual basis.

15. I am particularly pleased with the procedures and the help for my students that the Learning Lab provides. However, I do wish to make some suggestions that would help both the personnel in the Lab and the teachers and students who use it. The Lab is very crowded. I would suggest moving the book stacks over to the windows and opening up that area directly across from the Career Center for the Learning Lab. There are many, many ways in which that space could be used. Also, more space would cut down the noise factor in the Lab, which at this point cannot be helped considering the number of students in such a small space. Also, I think the Coordinator of the Lab needs more qualified assistants of the same caliber as two of the present instructors now in the Lab, who are excellent. The Coordinator of the Lab is doing a superb job with the Lab but she could use another qualified person during the day.

16. I feel strongly that not enough faculty and students are aware of the exact services offered and the method by which they may be obtained.

Part III-B Impressive Services Now Being Used 20

1. Library Services. Especially the fine assistance from and professional attitudes of the Coordinator of Library Services and the Reference Librarian. They are doing a very fine job.

2. I believe I use the Library more than any other faculty member or student. I believe I am in a good position to judge the staff, facilities, etc. I have nothing but praise for the entire operation, courtesy and helpfulness of all concerned with the Library. While I do not use the Learning Lab and A/V Department to the same extent, all in these areas have been fully cooperative in every way.

3. A/V printing of brochures and publicity posters are very impressive.

4. Securing documents we don't have in our Library.

5. Library, Audio-Visual and the Learning Lab have been very cooperative and student reports are excellent. Tremendous potential lies in all three.

6. I have been very pleased with the services of the Library I have used. I am glad to see that students cannot leave the book section without passing through the "detector." I know this will help reduce the number of books that are lost.

7. Excellent cooperation from Library, Audio-Visual, and Learning Lab staffs.

APPENDIX D

Part III-C Other Suggestions or Comments

1. Tape that was reproduced was "muffled" and could not be understood.

2. There is, at the present time, an inadequate complement of A/V equipment for classroom use. To further diminish the available supply by lending out equipment for personal use would be the height of folly.

3. The time lag is horrendous in getting materials printed for signs. I have often submitted requisitions for signs and have discovered that they do not seem able to complete them by the time I requested, if at all.

4. I believe the Director of Learning Resources' approach to his job enhances image of the LRC and seems to facilitate constructive innovation.

5. Projectors, etc. were not set up when requested. Poor public relations.

6. I was not even aware that you would prepare slides or other visual teaching aids. As a part-time lecturer, no one had ever informed me of the services at my disposal.

7. I work as a practicum supervisor, off campus.

APPENDIX E

Calculation of Spearman rho

$$\rho = 1 - \frac{6\Sigma d^2}{N^3 - N}$$

$$= 1 - \frac{6\ (8)}{9^3 - 9}$$

$$= 0.93$$

where d = difference in ranked pairs, N = number of pairs

MEMO TO: All Faculty APPENDIX F RE: LRC Faculty Survey

FROM: Roger Wilson RW DATE: April 21, 1976

Thank you for responding to the recent Faculty Survey of the Learning Resources Center. The following decisions were made based upon your input:

1. Faculty members who would like to have a small collection of relevant library materials placed in their classrooms should contact David Hillman (ext. 370).

2. Filmstrips, slides, and audio-cassette tapes may be checked out of the Learning Lab for classroom use. Priority will still be given to faculty who wish to use materials in the Learning Lab. (See attached form.)

3. ALL FACULTY ARE ENCOURAGED TO NOTIFY A-V DEPARTMENT (EXT. 337) WHENEVER THEY DISCOVER A PIECE OF BROKEN A-V EQUIPMENT.

4. All faculty who are annoyed by particular patrons making noise in the Library or Learning Lab should draw it to the attention of any LRC staff member.

5. All faculty are encouraged to let us know how we can better keep them informed of our services.

6. All faculty who have any complaints about any area of LRC should draw it to the attention of the proper coordinator or me (ext. 241).

7. More audio-visual equipment for classroom use will be requested for fiscal year 1976-77.

8. Mr. Ed Ferron is making routine maintenance checks on all audio-visual equipment at least once every two months.

9. LRC Faculty Advisory Committee will study the rental policy of 16 mm films.

10. Richmond will NOT allow the Library to purchase books for faculty members.

11. A book return is planned to be installed on South Campus.

12. The top floor of the Library is for quiet studying and for listening to music on headphones only.

13. It has been recommended that the auditorium be provided with a partition to allow more than one large group activity to go on there at once.

14. A workshop in A-V materials is planned for the beginning of fall quarter.

15. Dean Race is heading an ad hoc committee to recommend policies concerning the personal use of state property, including audio-visual equipment.

16. Simple calculators are available for use in the Learning Lab. It is planned to order more sophisticated ones.

17. Increased efforts to keep part-time faculty informed will be made.

A copy of the complete report on the survey is available for you to read in each Division Chairperson's office and in my office.

RW/rw
Enclosure

APPENDIX G

REQUEST FOR LEARNING LABORATORY MATERIALS

This request should be filed at least one week in advance. Priority will be given to the faculty who utilize the materials in the Learning Laboratory.

EXACT TITLE OF MATERIAL:

COMPANY:

INVENTORY NUMBER:

DATE NEEDED:

TIME TO BE USED:

NUMBER OF STUDENTS TO USE MATERIALS:

TIME AND DATE MATERIALS WILL BE RETURNED:

Materials needed for morning classes should be picked up the afternoon before (Friday afternoon if for a Monday morning class). Materials needed for afternoon classes should be picked up the morning before, and for evening classes the materials should be picked up the afternoon before. All materials should be returned immediately after use.

Arrangements for necessary audio-visual equipment should be made through the Audio-Visual Department.

TIME AND DATE PICKED UP:

TIME AND DATE RETURNED:

SIGNATURE_____

OFFICE NUMBER_____

OFFICE HOURS_____

CONDITION OF MATERIALS RETURNED:

UNIVERSITY OF CALIF.
LOS ANGELES

AUG 27 1976

CLEARINGHOUSE FOR
JUNIOR COLLEGES